APR 28 1926
PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

Journal of EDUCATION

BOSTON, MASS.
Vol. CIII, No. 16

April 22, 1926

TEN CENTS A COPY
BY THE YEAR, $3.00

Just Published

Elson's United States—

Its Past and Present

A TEXTBOOK which does more than teach the facts of history—it makes the subject genuinely interesting to the pupil. He feels that the events narrated actually occurred, that the historic characters were real human beings and that what is happening today is related to what has gone before.

It is a fair-minded, well-balanced, interestingly-written history whose entire spirit is patriotic.

The author is HENRY W. ELSON, A. M., Litt. D., *formerly Professor of History, Ohio University, Athens, Ohio, and author of* "Modern Times and the Living Past."

588 pages. Maps and illustrations in color. Price, $1.60

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta

Are you looking for a new and unique supplementary reader for first or second grade?

MY CUT-A-PICTURE BOOK

By

ANNA ELIZA SAMPLE

is unlike any other reader on the market in that it provides the materials for self-directed activity in addition to furnishing the usual amount of reading text. There are 85 illustrations, all reproductions of original free-hand cuttings by the author, which may be used by the children as models in their own cutting and pasting.

The stories are original; the principal characters are the Cow, the Fox, the Mouse, the Bear, and other old friends; the incidents are in accord with the child's experience and sympathetic understanding.

The words used are those most often found in the child's reading vocabulary for the first year. Silent reading lessons have been included.

SILVER, BURDETT AND COMPANY

New York Newark Boston Chicago San Francisco

EASY ENGLISH EXERCISES

BY ADA RIDDLESBARGER AND EDNA PARKER COTNER

EDITED BY JOHN H. BEVERIDGE

Omaha Public Schools

THIS book teaches sentence structure and correct usage through example and practice. Many sentences illustrate, step by step, fundamental grammatical principles, and abundant exercises enable the student to apply the facts he learns. Classified, well-graded drill material to make correct English a matter of habit is here made available.

There is a complete outline of elementary grammar with brief, helpful explanations of grammatical facts. But emphasis is upon example and practice, and in 4,046 sentences immediate application is made of the grammar presented. Material is provided for building sentences; the student handles and studies this material until he is thoroughly familiar with it; finally, he comes to understand functional grammar as a guide to exact and effective statement.

Easy English Exercises may be used with any textbook in grades six to nine. It supplies in usable form the drill that teachers find necessary in order to give their students skill in applying the basic principles of the English sentence in their speaking and writing.

Cloth. x+262 pages. Price 96 cents

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York

14 Beacon Street, Boston 2126 Prairie Avenue, Chicago

Also Dallas, San Francisco, Portland, and Manila

BOOKKEEPING *and* ACCOUNTING

By F. H. ELWELL, Professor of Accounting, University of Wisconsin, and J. V. TONER, Assistant Professor of Accounting, Boston University College of Business Administration.

A new book containing fresh material arranged in a plan readily adaptable to the special needs of each class. The following are a few of its many favorable points. It uses the journal approach, a method which has proved satisfactory to hundreds of teachers. The work is carefully graded to insure steady progress. It is based on the best modern pedagogical principles in the requirements for class-room discussion and in the insistence upon the mastery of principles by inductive analysis.

GINN AND COMPANY

Boston New York Chicago Atlanta Dallas Columbus San Francisco

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS—APRIL 22, 1926

EDITORIALS:—

Applying the Acid Test 427
Noble St. Louis 428
Elementary Curriculum Research 428
A Nature Study Woods 428

CHARACTER IN ACTION 429
By A. E. Winship

EDUCATION—A RECEPTACLE-BUILDER 430
By Strickland Gillilan

RISING TIDE OF VULGARITY 431
By Calvin O. Davis

PHOTOGRAPHING EYE-MOVEMENTS 434
By Carter V. Good

PERSONAL AND PROFESSIONAL 436

WAYSIDE JOTTINGS IN NEW ZEALAND—I 437
By L. H. Putney

THE TEACHER'S PART (Poem) 439
By Alice Stone Prior

MINNESOTA ASSOCIATION 439

CHARACTER CHATS 440
By Joseph B. Egan

Happiness 440
Beggars May Ride 440
Boomerangs 441
Secret of Joy 441
Boy Blue 442

WINNETKA 443

EDUCATION (Poem) 443
By Charles Thompson Conger

TREND OF THE TIMES 444

EDUCATION IN ACTION 446

THE BOOK TABLE 448

GRINS BETWEEN GRINDS 449

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Applying the Acid Test

ADMIRATION is due to any institution which has courage to face the facts about itself. University of Rochester is just now engaged in that very occupation, and has assigned to the ascertaining of the truth, painful or otherwise, Professor Charles W. Watkeys, who will devote his entire time for one year to the assignment.

As one most important part of the investigation, the former students, non-graduates as well as graduates, have been asked to answer questions grouped under a dozen heads regarding their opinions and impressions of the college and what it did for them. The selection of questions to be asked bears evidence of genuine intelligence and an earnest desire to know whether the university is performing the largest service possible.

The university hopes to ascertain from the alumni such points as these: What elements of their college experience they consider most valuable; qualities they prize most in a teacher; values they place upon different methods of instruction; courses most highly prized, with suggested omissions or substitutions; benefits or losses due to student activities; suggestions as to athletics and other physical exercise; opinion of fraternity life; how Rochester graduates measure up beside those of other institutions; how alumni might assist undergraduates in choice of vocation; personal regrets and satisfactions in connection with their college course; practices which may well be discontinued or introduced.

The above summary is by no means complete, nor does it indicate the care with which the interrogations have been set forth to obtain the maximum of definite expression at the minimum expense of words and time. Rochester alumni are famous for their loyalty, which appears to be based upon deep respect for the type and spirit of instruction given, quite as much as upon the usual affection for the college of one's choice. Hence it is more than probable that the faculty will be overwhelmed with the complimentary tone of the replies. But there is bound to be much constructive criticism aimed at making an institution which is among the best better still.—A. W. B.

Noble St. Louis

SOMEHOW the public has failed to appreciate what St. Louis is doing educationally. Her achievements have attracted all too little national attention. Just now, however, St. Louis is in the limelight. It was an issue to retain the special eighty-five-cent tax for schools. Only taxpayers could vote.

It was carried by a vote of 20 to 1.

Every one of the twenty-eight wards voted heavily for the schools.

In the 600 polling places in the city only one cast an opposing majority, and that was a vote of 47 for and 57 against.

For a late March vote all this was remarkable. Superintendent John J. Maddox and H. F. Fahrenkrog, president of the Board of Education, who led the campaign, had the ardent support of the teachers and also of a citizens' committee. The newspapers championed the movement right royally.

Elementary Curriculum Research

TEACHERS College, Columbia University, New York City, is making a study of elementary courses of study which is far more complete than has been attempted elsewhere. Practically every latest course of study, state, county and city, in the United States, is in the collection, and the most complete in every state, county and city is singled out for commendation. Here are a few sample superior courses in various subjects: Long Beach, California, is prominent in language and grammar; Los Angeles in geography, literature, reading and arithmetic; Berkeley, California, in history, civics and elementary science. Other cities that stand high in more than one subject are: Denver, Baltimore, Detroit, Elizabeth, N.J.; Trenton, N.J.; Indianapolis, Des Moines, Highland Park, Mich.; Oak Park, Ill.; Kansas City, Mo.; Okmulgee, Ok.

There are some 30,000 courses of study in various subjects, all classified and so arranged that they can put their hand on any subject in any city.

A Nature Study Woods

THROUGH the generosity of the Westchester County Park Commission the public schools of New Rochelle, N.Y., have been permitted to develop a one hundred and fifteen acre section of the park as a nature study woods, to be used as a sanctuary for birds and wild flowers.

The school children of the grades are assisting in the beautification of this section of the park by planting seeds, bulbs, ferns, creeping evergreens, and small plants of rare wild flowers all through the woods.

Last spring they planted two thousand small evergreen trees, which were sent by the State Forestry Department for this purpose. These will form a beautiful grove at one entrance to the sanctuary.

Bird restaurants made of cocoanut shells filled with suet, cheese, crumbs, seeds and raisins are being hung in every part of the woods so that the birds may not suffer for food even though deep snow covers the ground.

One Nature Club is making a study of the kinds of trees used by woodpeckers for nesting, and trying to find whether it is true that woodpecker nests always open towards the east.

One whole class has been at work to list all the trees, wild flowers and animal life of the woods. Each group has some problem to solve, and frequently on bright days as many as fifty or sixty children may be seen studying in the woods.

The results of this work are already apparent and much appreciated by the Park Commission, which reports that depredations have almost ceased since this work was undertaken. The children are intent on doing their part to make the world more beautiful and do not permit injury to any trees, shrubs, plants, or wild life in their sanctuary.

No superintendent in the country is a nobler community leader through the schools than Dr. Albert Leonard has been for several years. The nature study woods of one hundred and fifteen acres is merely one evidence of this community leadership through the children.

Dr. Leonard has an almost uncanny art of finding persons of superb fitness for special work as in this case, for Miss Katherine E. Dolbear, director of elementary science and nature study in the schools of New Rochelle, is by far the best leader of a city along this line whom we have known. Her father, Amos Emerson Dolbear, of Tufts College, was an authority of the world in many functionings of nature. He had no rival in prevision along lines that are now known by every scientist. It is largely public appreciation of her devotion to nature science that led to the setting apart of the land for this nature study woods.

St. Paul's monthly School Bulletin is one of the most scientific and complete issued by any city Board of Education. The February number is of high professional value, nationally as well as locally.

There are 158,521 enrolled Camp Fire Girls.

Character in Action

By A. E. WINSHIP

CHARACTER is limitless, is eternal. It comes from eternity and goes into eternity.

Common law is more powerful than statute law. The latter can be changed, the former will not be changed.

A strain of a breed may be supplanted by a better strain, but a breed has rarely been supplanted by another breed, and a type of domestic animal has never been supplanted by a kindred type since type records have been kept.

Domestication of animals antedates civilization. Wild animals were domesticated before civilization wrote history. Uncivilized physical power headed the leopard toward the tabby cat. Domestication of animals, which culminated in the story of Noah's family, that told the male and female of each species to come and they came, was pedigreed ahead of civilization.

Types of domestic animals as beef and dairy cattle, pork and lard swine, mutton and wool sheep, established character in domestic animals ahead of breed and character in breeds long ago, while high-priced strains depend largely upon the reputation of the times.

Taking another line of illustration, character is a character with limitless possibilities. With ten Arabic characters we can express any distance, any weight or measure, any height or depth, approaching eternity itself.

With twenty-six Roman characters we can write anything the human mind can think. There are hundreds of thousands of words with a pedigree, and new words are born almost hourly. Thus character plays an infinite variety of parts in all history, in literature, prose and poetry, art and drama.

It is character portrayal which makes Shakespeare the masterpiece in English literature; that makes the Bible the most influential work ever written; that makes the religious writings of any people its sacred idol. The English Bible is issued in millions of copies every year.

Science will play no important part in the world except as it becomes a characteristic of human life. Simply as the discoverer of facts it will play no important part in human affairs. Religion has no quarrel with science when science minds its own business and serves humanity. Religion welcomes science when it improves human conditions, when it helps to make it more blessed to be merciful and peaceful, when it helps to make life here more like the New Jerusalem.

Character is religion in action. Like religion it is looking heavenward and not Hades-ward. Character has its problems in the family, in the school, in the community, as well as in the church.

Character is always for use in every emergency, with every age. The Ten Commandments lose none of their character because there is now no use of the "ox and the ass." They adapted themselves to the horse as they do to the automobile and as they will do to the airplane.

GROUPS OF YEARS

All life, vegetable and animal, develops in periods, in groups of days, weeks, months, or years. Insects are worms, cocoons, and insects. Tadpoles and frogs are simply periods of life. The tree has its leaf bud and leaf, flowering bud and blossom, fruit bud and set fruit, ripening and harvesting fruit. Only recently has there been adequate recognition of adolescence as a group of years.

We suggest that the life of boys and girls, physical and mental, social and educational, have their groups of years:—

Babyhood	—	First three years
Childhood	—	Second three years
Boyhood	—	Six to eight
Boyhood Senior	—	Nine to eleven
Youth	—	Twelve to fourteen
Senior Youth	—	Fifteen to seventeen

Babyhood is conscious of self
Childhood is conscious of responsibility
Boyhood is conscious of ability to learn or Spark Plug awakening
Boyhood Senior, Self-starter period
Youth, Conscious of Personality
Senior Youth, Social and Industrial Responsibility.

Babyhood	—	Mother's years
Childhood	—	Family years
Boyhood	—	Primary school
Boyhood Senior	—	Elementary school
Youth	—	Junior high school
Senior Youth	—	Senior high school

Babyhood	—	Leafing time
Childhood	—	Pruning time
Boyhood	—	Blossoming time
Boyhood Senior	—	Fruiting time
Youth	—	Ripening time
Senior Youth	—	Harvesting time

EVOLUTION OF BABYHOOD

The first three years of life are the mother's years, the baby years, the dawning of conscious-

ness of his physical and mental equipment. They are the budding years of his life.

The little one for a time can neither hear nor see. The amplifiers of ears and eyes are not ample to receive the wave lengths that seek recognition, but soon he hears and sees, and he signals this achievement by smiling and cooing.

At first he just lies on his back throwing his arms and kicking with his legs aimlessly. By and by with an effort he rolls over and rolls back, then he rolls over and rolls back so easily that he chuckles over this achievement.

Soon he sits up all by himself. There is a new muscular strain which he appreciates, and he looks for his mother's appreciation of the new thing in his life.

Soon he creeps. He does it in his own way. He may do it like an eel, or he may do it sitting up, wiggling himself along. No matter how he does it he "gets there" just the same and just as quickly, and he shows his delight in his achievement.

Then he pulls himself up by a chair and feels his weight on his feet. This is a new feeling in many ways.

He pushes the chair and walks with it awkwardly.

Then he stands alone, falls, picks himself up without any chair, and walks, increases his speed until by and by he runs, always runs, never stops to walk.

At first he yelled as aimlessly as he threw his hands and feet. Soon he cries, that is, he knows how to use his voice to make his wants known, positively or negatively.

He knows the first time that his mother does what he wants done because of the way he uses his voice, and the minute he gets what he cries for he stops crying with sublime joy of peace.

Then he talks gibberish, using his voice as aimlessly as he did his arms and legs.

By and by, he uses baby language. They are words of his own creation, a new-born vocabulary, but he knows that "num-num," for instance, means water or milk, and his mother knows it, and he soon has a vocabulary of his own creation that is as good as classic for his use.

Then he begins to use language as older people do. His subject and predicate match long before he knows there is such a thing as a language lesson.

When he runs and will not walk, when he talks all the time and asks innumerable questions he is three years old. He has completed the babyhood cycle. It may have been completed in thirty chronological months or it may have taken forty-two months, but the cycle is complete and another is due. He is now conscious to his ability to do many things.

Education - - - A Receptacle-Builder

By STRICKLAND GILLILAN

Education's primary purpose is not the collection of cold knowledge for its own sake, any more than the fielder chasing a ball is doing it for the sake of having a ball to keep; or than the purpose of the sprinter is to arrive at a certain tape.

One time when Sam Jones, the famous rough-and-tumble evangelist, was preaching, a smart aleck in the congregation started to heckle him by asking a question meant to puzzle and disturb the speaker and perhaps bring him and his message to confusion.

Sam paused awhile in his sermon, and looked pityingly at the fellow.

"Bud," he drawled, "I've got an anseh fo' yo' question, but you ain't got any place t' put it."

Education is intended to give us some place to put the knowledge the world and life will bring us in the years of maturity. It is the erection of a huge filing cabinet in which to assort and classify and preserve the essential learning of our every-day existence. There is not a day that does not add generously to the storehouse of one's knowledge if one has "some place to put it." And most of that sort of knowledge totally misses the mind of the one who has no education of the school or bookish sort, no mental training that has enlarged his mind and put it in order, given it the ability to assay and a place to put away the thing so that he may be able to lay his hand right on it when it is needed.

Education broadens the scope of the mind, gives it legs and arms and hands to run after, to reach out and secure, available and necessary knowledge; as well as a receptacle for preserving it intact until needed.

Rising Tide of Vulgarity

By CALVIN O. DAVIS
University of Michigan, Ann Arbor, Michigan

"NONE is so blind as those who will not see." This is a dictum that has pointed application for many citizens of America today. Morning and evening papers devote the biggest portions of their "news" columns to reports of crime, accident, unhappiness, and the sordid experiences of life. Everywhere speakers are denouncing the youth of the day—their vulgarity, ill-manners, laziness, dishonesty, disrespect for law, and general inefficiency and callousness. Fearsome pictures of the democracy of the future are penned, and the impending doom of civilization is painted in lurid words. From many sides, a passive observer gets the impression that humanity is tottering, and soon will make its exit from the stage of the world.

No doubt times are bad—bad morally, socially, educationally. Where there is so much smoke there must be considerable fire. It may be, though, that conditions are no worse than they have been in other generations. Surely, there are contingent facts that must not be forgotten when considering the subject. Ours is the largest nation that ever, in the history of the world, has tried the experiment of self-government for all its people alike—men and women, educated and uneducated, responsible and irresponsible. Never in the world has a nation been so enormously wealthy as is ours nor has a people, generally speaking, possessed so large a quantum of time to be devoted to leisure activities. Never in the history of the world, too, have facilities for gathering and publishing news items—including the items relating to misbehavior and crime—been so complete and powerful as they are today among us. There are, therefore, some counterbalancing thoughts bearing upon the entire question of the breakdown of democracy.

Nevertheless, despite these possibly extenuating circumstances, it is a disheartening thought that civilized man, living in the greatest scientific age of the world, and in what we seem to like to believe is the most Christian nation of the globe, is apparently not advancing spiritually very fast, but is really retrograding morally at a frightfully rapid rate. "After us the deluge," said Louis XV just before the great French Revolution, and after him the deluge came. Is a similar great political, social and moral deluge forming for America? Optimism may carry us forward for a time, but circumstantial evidence which indicates that affairs are not right is altogether too strong for ignoring.

But, assuming that grave dangers are all about us, the really pertinent questions are: "What are their causes?" and "What may be done to oppose them?" Many individuals, we all know, have ready-made answers for both these queries. To the first, they reply: "Prohibition," "Inordinate wealth," "Decline of religious faith," "The late war," and similar judgments. To the second query we get constantly the glib assertions: "Do away with Volsteadism," "Destroy all capital," "Provide more personal liberty," "Return to fundamentalism," and like statements. We in America have a crude but nevertheless descriptive expression that fits the situation here admirably. It is, "Passing the buck." Christ called this attitude Pharisaism, and referred to it when he commanded his hearers to cast the beam out of their own eye before they sought to pluck the mote out of their brother's eye.

If the full truth could be ascertained, no doubt many agencies in America would be found to be contributing directly and indirectly to the woeful state of society to be found among us today. The late war, of a certainty, had much to with corrupting morals and vulgarizing tastes and ideals. No doubt, too, the church has been remiss in its duties and negligent of its opportunities. Excessive individual and national wealth, likewise, has probably begotten arrogance and selfishness. A superabundance of leisure time for certain individuals who are inherently weak, morally speaking, has also, without question, played a conspicuous role in the drama. Nor can the schools be entirely exonerated from blame in not providing a more effective moral training for their pupils. But, granting all these deficiencies, does it not appear that the real forces in social degeneration lie deeper yet? The government, the church, the school, the war, all share some guilt for existing conditions, but what shall be said of the home, the press, and the theatre? Can any force surpass these in guiltiness? "None is so blind as he who will not see."

Children and young people are, to a large degree, imitative in their responses. Furthermore, the early years of life are known, full-well, to be the exceedingly impressionable years. "Train up a child in the way he should go," say the Scriptures, "and when he is old he will not depart therefrom." To whom is this

admonition given? To parents, surely, first of all. As parents furnish the models, the children imitate. And yet how indifferent to this law are many fathers and mothers. Statistics by the hundreds have revealed over and over again that syphilitic children are begotten by syphilitic parents; that coarse and ill-mannered children are, at least, started on their way to coarseness and disagreeableness by the coarse and ill-mannered conduct of their forebears; that moral delinquency among boys and girls is, too frequently to be ignored, the resultant of quarrelsome, embittered or disrupted homes; and that disrespect for law among youths is, time without number, traceable to the disrespect for law exhibited by parents. How can a father who scoffs at the Volstead Act and who disregards it with bravado, expect other than that his son will likewise flaunt the ideal of intemperance? How can a father who wilfully runs past a traffic stop-signal on the highway or who exceeds the speed laws constantly and who, when apprehended, seeks to excuse his misdemeanor or to bribe the official to disregard his duty—how can such a father expect an observant son to be otherwise than tricky and dishonest?

Or how can a mother who brazenly exhibits her nudity, or resorts to the relating of obscene stories, or laughs vulgarly at the coarse remarks of others made in the presence of her daughter—how can such a mother expect otherwise than that the young girl will in turn tend to become immodest, sex-minded, and hypocritical? How can either father or mother, if they fail to implant in their children ideals of reverence, refinement, altruism, and culture expect to see these qualities grow and fructify in their offspring? As one sows so does he reap. Farmers do not gather grapes from thorns nor figs from thistles. Neither do parents harvest comfort and joy in their children if they have implanted in them diseased desires and poisonous practices.

But if parents are stark blind in respect to their obligations what can be said for many of the responsible agents of the American press? Adolescent youths are notorious readers. They take from the printed page many of their most lasting impressions respecting art, religion, morals, citizenship, and beliefs in general. And yet how indifferent to real social welfare, as germinated in the minds of on-coming generations, are many of the writers, editors, and distributors of books, magazines, and newspapers in America today. How frequently do they appear to cater to the prurient, debasing, anti-social instincts. Subtle thrusts at sex-regularity, insidious jabs at honesty and law observance, insidious remarks respecting social customs hallowed and tested by ages, and scoffing taunts at the refinements that have heretofore marked a man or woman as of noble mind—how often do these Satanic influences leave the youth in a state of confusion, doubt, or weakness? Instead of marital fidelity, sexual vulgarity is made to appear inviting; instead of personal honor, personal interest, however sordid, is made to seem to be the directing force of mortals; instead of altruistic service freely rendered, selfishness and dishonesty are made the standards of guidance; instead of cartoons and illustrations that strike off human traits in an amusing but artistic way, cheap, gaudy, woefully unæsthetic pictures are given to the public; instead of fostering the use of really good English, the sensibilities of all but the coarse-grained are abused by vulgarisms and solecisms; in short, instead of supporting law and order, and in Plato's words, "the good, the true, and the beautiful," the press too often prostitutes its pages to the tastes and desires of the underworld. Oh, would some power the giftie give us to see ourselves as others see us.

Happily there are appearing here and there powerful voices crying in the wilderness. Don C. Seitz's is one of these. In recent issues of the Outlook (January and February, 1926) this vigorous writer, who has been most of his life associated with powerful newspapers in New York City, points out the evils of what he calls in one place "Headline Journalism," and rings a challenge to newspapers to rise to the responsibilities that are potentially theirs. Referring particularly to what he calls the "tabloid press" Mr. Seitz writes as follows: "Meanwhile the tabloid takes the place of ultra-sensationalism in type. It is a contest between weeds for the most room in the gutter." In another paragraph Mr. Seitz, referring to the editors of one of these publications, says: "Again, one wonders why a man of presumable taste and undoubted means does not try to do something worth while." And once more: "That Joseph Medell Patterson, whose first appearance was that of a resolute radical, strong for uplift of the lowly, and his cousin should have engaged in such journalism remains a mystery."

But perhaps of all the insidious forces that are tending to break down moral fibre in America today the most influential is the drama as represented on the stage, at the motion picture house, and in the so-called comic sections of the newspapers. Without trying to labor the point myself let me be content with presenting a few quotations.

Says Don C. Seitz, already quoted: "It would be a bold man who could aver that the movies have afforded any lasting instruction. Like the

tabloids, they are simply cheap time-killers." (Outlook, January 20, 1926, page 111).

Continuing, he says: "Certainly there is no suffering from lack of publicity for the tragedies and comedies of life. The weakness is on the thoughtful and constructive side of things in general. There is so much amusement that it leaves little time for thinking or reading. Before prohibition the movie had emptied the poor man's club,—otherwise the back room of the saloon. Then the entertainments were lower priced and less elaborate. They were also more moral, showing novelties rather than stage inventions. Audiences enjoyed views of waterfalls, roaring surf, fast-moving trains, running horses, and the like. The sordid and shameful have come too largely in their stead, with results that are appalling. More than two-thirds of this year's crop of convicts at Sing-Sing are first offenders. It is not saying too much to express the belief that the movie is the high school of the bandit, burglar, and hold-up man. For proof note the astounding number of young boys and girls involved in the commission of high crimes. These amateurs of the revolver and automobile, with its quick getaway, have had their lessons from the movies, well supplemented by the tabloids. The New York Graphic, for example, exerted itself for days to save the bank messenger murderers (the Diamond brothers) from the chair. Its sobs were heart-rending. They were amateur villains who killed in their first enterprise. The movies make heroes out of murderers, and the tabloids proclaim their glories. What wonder that the crop continues to grow? The police have discovered the only remedy, and that is to kill them as fast as they can."

More locally, Rev. Herbert Jump of Ann Arbor, Michigan, in an address before a parent-teachers' association spoke of the motion picture influence as follows: "How does the girl in Muskegon, Mich., learn how to be a flapper after the accredited New York cabaret style? From the movies. How does the girl in Spokane, Wash., learn how to practice the wiles of the vamp in true Paris fashion? From the movies. How does the seventeen-year-old lad with no parents to train him, living in Albuquerque, N.M., learn how to forge checks or do a bit of hold-up work with a revolver? From the movies."

Too often, also, the baneful influence of the cheap movie is re-enforced by the insidious influence of the so-called "funny" pages of the daily press.

Surely something should be done to bring to our boys and girls less harmful influences than those given off by such agencies.

That the legitimate theatre likewise comes in for criticism can be appreciated from the words of Channing Pollock who, himself a distinguished playwright and actor, is quoted in the Literary Digest (February 6, 1926) as follows: "There are sixty-five producing theatres in New York," he notes in an article in the Christian Advocate, "and not many of them devoted to anything serious, except sex and sin—nudity, frivolity, cheap pandering to the lowest instincts of human kind." He knocks the pins from under the excuse, "we give the public what it wants," by citing it as the excuse also of the divekeeper rather than of the controlling power in a great art institution, and says that the same slogan "justifies the sale of drugs and women as completely as it justifies the exploitation of the type of drama for which popularity is won by advertising 'The play that was suppressed by the district attorney.'" The great question is whether this sort of thing is really "what the public wants." This is Mr. Pollock's view on the topic:—

"It certainly is significant that the five years in which the playhouse has reached its lowest level, morally and intellectually, is the same five years in which there has been the greatest sale for history and biography, and the greatest attendance at grand opera, concerts, lectures, and recitals. The public that really cares for fine things and decent things may be larger than any one suspects, and it may be that this rising tide of vulgarity—in the theatre, at least—is to be stemmed by enlisting that crowd, and making it come out to vote.

"The effect of idle plays, of silly plays, of plays holding up false ideas and ideals, reflecting life as it never was or will be, cannot be overestimated," continues Mr. Pollock. "Personally, I deplore nudity on the stage and screen less than constant insistence upon the notion that the only success worth while is that which results in ownership of a six-cylinder car; that culture, education, tranquillity are negligible things in life; that the important factors in our existence are rich men, chorus girls, criminals, and women with a past; that the only new and important situation is brought about by the love of one lady for another lady's husband, or by the question of which graduated convict first gets the pistol out of the table drawer. I regret turning over the influence of so great an institution as the theatre to the burning question as to whether the girl with the pink finger-nails marries the boy with the slippery hair. And, to use a banality, I view with alarm the prospect of a next generation that gets its idea of humor from the use of the custard pie as a projectile, of manhood and courage from the frequent employment of the six-shooter, and of womanhood and romance from the standards of both now current in Hollywood."

There is only one way to fight this sort of thing, declares Mr. Pollock, and that is by appealing to and stirring up the people who want the other kind of thing, "by indicating and demonstrating to the average man that a joke may be as funny in good English as in bad English; that drama may be as stirring when concerned with important matters as when devoted to piffle; that no dull play is a good play, and no good play can possibly be a dull play; that entertainment may be derived from the exercise of the mental faculties as well as from their suspension." It is not true that "only misery, cynicism, and unintelligibility can be art."

Truly a stream can rise no higher than its source. A youth surrounded by home influences that are degrading, played upon by social forces that are sordid, appealed to by commercialized agencies that are both immoral and powerful, can scarcely be kept from becoming degraded himself. Nevertheless, such a fate for our American boys and girls cannot be accepted without battle. Counteracting influences of super-power must be mobilized. What agency is so capable of leadership in the struggle as the school? Up, therefore, teachers! Let us gird our strength more firmly and throw out the challenge. Corrupters of youth, you shall not advance further; contrariwise, you shall be made to retreat into oblivion!

Photographing Eye-Movements

By CARTER V. GOOD
Professor of Education, Miami University

THE University of Chicago has an expensive and complicated camera that photographs the movements of the eye in reading. Yes, the eye moves in reading, and it is not a steady turning of the eye, as many people think, if they ever give the matter any consideration at all. The investigations made by psychologists have shown that the eye does not move steadily and uninterruptedly along the printed line; the movement consists of a series of alternate pauses and jerks.

The apparatus mentioned is a part of the laboratory equipment in the School of Education at the University of Chicago. The piece of equipment was constructed at great expense of time and labor. The construction of this complicated photographic apparatus was made possible by a special research fund furnished by the General Education Board. The cost was $6,000. The investigations carried on by means of this apparatus are expensive and at one time (1921) a grant of $15,000 was made by the Commonwealth Fund for the work. At various times other grants have been made to carry on the experimentation in photographing the eye movements in reading.

The apparatus is too complicated to describe in detail, but the general principle of its operation may be stated briefly. The subject is seated in front of the camera-like affair, with the head fixed in a clamp so that it cannot turn from side to side. As the subject reads, a beam of light is reflected from silvered glass mirrors into the cornea of the eye. The beam of light is reflected from the eye into the lens of the camera and photographed on a moving film. Thus a motion picture of the movements of the eye is secured. Whenever the eye moves, the beam of light shifts and a record is photographed on the motion-picture film.

The reader may prove for himself that the eye really moves in jerks when reading. If one person will face the window where there is a good light and hold a mirror in front of the eye in such a way that another person may see the subject's eye over the subject's shoulder, the movements of the eye in reading may be counted. Some training in counting the movements of the eye will probably be necessary before anything like accuracy is secured.

It was by means of a mirror that the movements of the eye were first discovered by an experimenter in France in 1879. Later experimentation was conducted along various lines, and finally the highly complicated apparatus for photographing the eye movements was devised.

It is during the brief pauses of the eye that reading seems to take place. It has been estimated that these pauses consume from twelve-thirteenths to twenty-three twenty-fourths of the entire reading time. It may be said that for purposes of perception in reading, the eye is virtually "blind" in the very rapid sweeps from pause to pause. Of course the pause of the eye is very brief for the skilled reader, only a fraction of a second. Probably two or three of these pauses are made in reading the lines in an ordinary newspaper column. Probably six or eight pauses are made by the

ordinary reader in reading the lines of an average sized book of medium difficulty. It is not possible to estimate the number of pauses made in reading with any degree of accuracy, since individuals vary greatly and the difficulty of the material read is a factor. The more skilled the reader, the fewer the pauses and the briefer the duration of the pauses. The easier the reading, the fewer the pauses and the briefer the duration of the pauses.

The skilled reader should and does take in as many words as possible at each brief pause of the eye. He makes the pause as brief as possible, seldom has to glance back to get a word that was missed, is rarely confused by difficult words that meet the eye, and returns the eye accurately to the beginning of the next line. Children and adults, too, sometimes find difficulty in moving from the end of one line to the beginning of another without skipping intervening lines. Manila markers placed under the line being read are sometimes used to drill children in keeping the proper place in the reading.

Oral reading is a much slower process than silent reading and the movements of the eye are correspondingly slower. The process of enunciation and pronunciation slows down the reading process. By means of the photographic apparatus an interesting discovery regarding oral reading has been made. In oral reading the eye goes ahead of the voice and in some cases may be as much as seven or eight words ahead of the voice. This is the case with mature, skilled oral readers. The very immature readers usually keep the eye on the word until it is pronounced and go through a process of mere word calling. The importance of letting the eye run ahead of the voice is evident when such words as "tear" (noun) and "tear" (verb) are encountered. The words are spelled alike, but pronounced differently; the reader must determine from the context what the meaning is and the pronunciation is. The eye must go ahead of the voice in order to modulate the voice properly in accordance with punctuation marks. If the eye and voice moved along exactly together, the oral reader would end the sentence with an abrupt halt and fail to lower the voice as is required.

The eye-movements of the reader vary greatly with the type of material read. The photographic apparatus has been used to record the movements of the eye in reading various types of English material (fiction, geography, rhetoric, easy verse, blank verse, and algebra), Latin, French, German, Chinese, and Japanese. Fiction reading involves uniform, brief fixations or pauses, while algebra causes jerky, irregular movements and numerous fixations in the reading. The eye-movements secured from Latin reading were very irregular and slow, showing that pupils deciphered rather than read the language. French showed the movements to be more regular in reading that language, pointing to the conclusion that pupils did more than decipher and call words as was the case in Latin. The French pupils read and were interested in the material before them. An experiment with different sizes of type showed that within wide limits the eye-movements were not affected by varying the type.

An experiment with arithmetic indicated that people who are solving written problems read the problem first to get the conditions or "story," then go back for a second reading to get the figures involved.

The assumption of the scientists who have devised and used the complicated apparatus for photographing the movements of the eye in reading is that the eye-movements are corollaries of inward mental reactions during the reading process. A reader who has flurried, halting, or confused eye-movements is probably confused mentally regarding the material covered. The reader whose eye-movements are rhythmical and rapid in all probability comprehends intelligently what is read. Since there is no means of probing directly into the inward mental reactions of the pupil, the eye-movement apparatus makes a real contribution in the diagnosis of the reading process.

Would the twenty-third Psalm be more beautiful if the writer had had a Ph. D. from Harvard, or is the thirteenth chapter of First Corinthians dependent for its worth upon the supposition that the writer held to the Copernican astronomy?

—Harry Emerson Fosdick.

Personal and Professional

DR. GEORGE HOWARD, superintendent of Rowan County, North Carolina, is one of the very eminent county superintendents of the country, demonstrating that county superintendence can present a career to one who demonstrates appreciation of the opportunity of a career in this service.

George Howard, a native of North Carolina, educated in the institutions of the state, teaching in his native county in eastern North Carolina, and serving for five years as superintendent of his native county, went to Teachers College, Columbia University, earning his Doctorate of Philosophy in the preparation for administration of country schools. He returned to North Carolina, serving in the State Department of Education until the right opportunity opened for high achievement as county superintendent. R. G. Kiser, superintendent of Rowan County longer than any other man in North Carolina had served as county superintendent, was ready to retire from office, and Salisbury, blossoming out in brilliant city educational leadership, wanted Rowan County, one of the wealthy counties of the state, to keep pace with the city schools, and it was made worth while for a man of Dr. George Howard's experience, education and personality to demonstrate the possibilities of rural school progress. In less than a year Dr. Howard has seen remarkable progress in all phases of rural school improvement. There are consolidated schools unsurpassed in Colorado, in Alabama, or anywhere else in this country.

MRS. LUCIA AMES MEAD, Brookline, Massachusetts, with whose writings the readers of the Journal of Education have been familiar for several years, is now lecturing in the Middle West, representing "The National Council for the Prevention of War." Jane Addams alone can speak as wisely and attractively on any subject of world affairs as can Mrs. Mead, and even Miss Addams has not had the same range of literary and civic interests for as many years as has Mrs. Edwin D. Mead. She was a delegate to the Chicago Peace Congress in 1909, and the St. Louis Congress in 1913; and she had a prominent part in the Church Peace Congresses at Buffalo in 1924 and Detroit in 1925. During the years before the war, she was a delegate to many of the European Peace Congresses at Glasgow, Rouen, Lucerne, Munich, and London. For several years there was no other American woman who was in such constant and close touch with the European peace workers.

In the week when the World War began she and Mr. Mead were in the large American delegation at Constance for the first International Church Peace Congress; and in 1919, just after the war, she was with Miss Jane Addams and other American women at the Woman's Peace Conference at Zurich, at the very time of the conference at Paris to arrange the Treaty of Peace. Mrs. Mead's interests and activities have been varied and always devoted to various important lines of effort in behalf of the larger life, education, and to the cause of better homes for the people, better planning of cities, and a more beautiful public life. Her literary interests have kept pace with her reform activities.

WALTER MORGAN, recently appointed assistant to Dr. Will C. Wood, state superintendent of California, has been principal of the Washington School, Berkeley. He succeeds A. R. Heron, who becomes business associate of C. C. Young, Lieutenant Governor.

H. C. MINNICH, dean of education, Miami University, Oxford, Ohio, who as secretary is largely responsible for the recent prominence of the Association of Teachers Colleges, was elected to the presidency of the Association at the recent Washington meeting of the Department of Superintendence. Dean Minnich has given Miami University high rank among Teachers Colleges. His acceptance of the presidency of the Association has much significance.

J. W. SMITH, Administrative Research statistician of St. Paul, presents the progress made in that city in twelve years as graphically as we have seen it done by any city, university or bureau of education. He has the scientific mind and demonstrates skilful training.

DR. AUGUSTUS S. DOWNING, assistant state commissioner of New York, director of Professional Education, says there are from 1,500 to 2,500 unlicensed quacks and charlatans plying their evil trade in that state. "For years we have been aware of these conditions and year after year have attempted to get legislation to protect the public from these exploiters of the poor, sick and ignorant; but year after year the open position of some well-meaning but uninformed physicians has lent support to the insidious and subtle political machinations of these freebooters who have made a living by preying on the credulity of the uninformed public." Dr. Downing was one of the leaders of the National Education Association for several years, and was president of the Department of Superintendence.

Wayside Jottings in New Zealand—I

By L. H. PUTNEY

IT is the beginning of January, and the end of a beautiful summer day, the kind that brings memories of June back home. We are crossing the Tasman Sea, headed straight for the Sydney Heads, a thousand miles to the west. As we watch the Three Kings, New Zealand's rocky islets in the north, fade away in the twilight, we find ourselves trying to decide which of the many interesting things we have seen during the past month in this far-away land the readers of the Journal probably would most like to hear about.

We must confess that when this series of articles was planned, we little expected to devote the whole of one to the Dominion of New Zealand, for like most Americans we were accustomed to think of her as a part of the Commonwealth of Australia. However, long ere we had reached the Australian shores, we realized the futility of trying to cover two such rival people in a single article. As luck would have it, coming down from the Philippines we were seated at a table with Australians on one side and New Zealanders on the other, and were much entertained by their good-natured bantering of one another. We learned that earthquakes are common in New Zealand, for the Australanders frequently referred to that country as the "rickety islands." Just what they will do now that Sydney has had a bad shake herself we cannot guess. The Sydney folks took delight in poking fun at the Wellington climate by saying that they could always tell a person from that windy town by the way he grabbed his hat in turning street corners. The Wellingtonites were not outdone, however, for they rejoined with the remark that whenever one of them started for Sydney, he always wanted to wear a big sign reading: "Yes, we have seen it. It's great," so as to escape being asked by every Sydneyite he met as to what he thought of the Sydney Harbor. And finally, when the New Zealander paid his compliments to the Australander's government by saying: "If the Australians are good children perhaps some day they will be advanced to the rank of a Dominion," the Australander broke up the meeting by coming back with: "The best sight in New Zealand is looking back at the Auckland Wharf from the deck of a vessel pulling out for Sydney."

To be serious, there is no reason why New Zealand should be included with Australia, for the two countries are radically different. While the aborigines of Australia belong to the negroid race, the Maoris of New Zealand are chocolate-colored members of our own. Then, too, the fauna and flora of New Zealand and Australia have little in common; for example, there are no kangaroos and no snakes in New Zealand, while Australia has many of both. Generally speaking, New Zealand is a land of green fields; Australia, one of burnt-up pastures and khaki-colored deserts. Australia can boast only one mountain peak, Mount Kosciusko, which rises as much as seven thousand feet, while New Zealand has in her Southern Alps a dozen or more which are eternally snow-capped, including Mount Cook, the Maori Aorangi or "sky piercer," which lifts its head abruptly 12,000 feet above the fertile Canterbury Plains. Because the snow line is at an unusually low altitude in New Zealand some of the grandest glaciers in the world are to be found in those mountains. One of them, the Franz Josef, actually reaches down to within a few hundred feet of the level of the Tasman Sea.

The Dominion of New Zealand consists of two large islands, known as the North and South Islands respectively, together with a number of adjacent smaller ones, as well as the Cook Islands and other islets of Oceanica lying far to the east. In 1923, by order of the Imperial Government, that part of the Antarctic continent bordering the Ross Sea was placed under the jurisdiction of New Zealand, though it holds forth no allurement save to an occasional whaler. From the southern end of South Island to the northern end of North Island is a distance about equal to that from Boston to Atlanta. Placed antipodally on the map of eastern North America the Dominion proper would reach from the vicinity of Toronto to Jacksonville, and as far west as Birmingham. All told, it has an area approximately that of New England and New York State, with a population a little less than that of Connecticut. While much of New Zealand, especially of the South Island, is unsuitable for habitation, there are vast stretches of country only awaiting settlers for rich development. The government is awake to this fact, and each year assists many thousands of desirable emigrants to find homes in New Zealand. For the most part they come from England. Asiatics, even though British subjects, are barred unless they are prepared to pay a head tax of five hundred dollars. Unlike Australia, however, New Zealand has a scientific scheme of colonization by which her immigrants are distributed throughout the back blocks.

The people of New Zealand, except for about 50,000 Maoris, are almost wholly of Anglo-Saxon stock. They frequently pride themselves on being more British than the old

country itself, and give one the impression of having a higher degree of culture than do their kinsmen in Australia. One reason for this may be that the settlement of New Zealand did not begin until 1840, by which time Britain had abandoned the plan of shipping her criminal classes to penal settlements in this part of the world, and so none of the families of the Dominion can be traced back to any such questionable ancestry. The New Zealanders are very extensive readers. Not only do they have the most elaborate system of public libraries south of the equator, numbering approximately four hundred, great and small, but they buy more books per capita than any other English-speaking country. Every little town has two or three marvelously good bookshops, while those of Auckland, Wellington, Christchurch, and Dunedin rival almost any in America. Being so far from the publishing centres, they have to carry very large stocks, and this in turn necessitates much floor space.

The Dominion is self-governing, much like Canada. It has a governor-general appointed by the British Crown. For administrative purposes the country is divided into 129 counties and 118 boroughs. The legislature, which meets annually, consists of two houses, the House of Representatives and the Legislative Council. At present the members of the Legislative Council are appointed by the governor-general while the "Members of Parliament," as those of the lower house are designated, are elected by the people. Four of the latter are always Maoris. In this connection it should be remarked that New Zealand is extremely proud of her Maoris, perhaps because they were never conquered by British arms, as were most of the colored peoples over which Britain rules. Intermarriage is neither unusual nor does it carry anything resembling social ostracism. The pure-blooded Maoris are inclined to be lazy, we are told, and like other colored peoples are much given to the wearing of bright colors, red being a favorite with the women. Except perhaps in the most remote localities, they have abandoned very largely their primitive customs and live much as do their English neighbors. Among themselves they still speak their native language, which seems to resemble that of the Hawaiians, but elsewhere they converse in English. The government has provided them with an excellent system of native schools, somewhat resembling our Indian schools. Last year these schools enrolled over 12,000 Maori children.

The first thing that impresses a person who comes over to New Zealand from Australia is the fact that it is a land of frame buildings, instead of brick. No doubt this is due to the extensive forests that at one time covered much of the islands. At present the government is carrying on a tremendous afforestation scheme, especially in the waste bush country around Rotorua, where one can see thousands of acres planted with different kinds of pines imported from America. As you travel through New Zealand, especially in the South Island, the prevailing features of the landscape are the green hedges that take the place of stone walls and barbed-wire fences in the United States, and the long wind-breaks composed of conifers, willows, and poplars. Without both it would be hard to picture rural New Zealand. Wherever you see farm houses, and they usually bear the appearance of thriftiness, there you see great "mobs" of sheep and herds of cattle, for New Zealand is a pastoral country. Its principal exports are butter and cheese, frozen mutton and lamb, wool, and tallow.

Like Australia, New Zealand has a highly paternalistic government. In fact, this little country prides itself on being a sort of political laboratory for the rest of the world. Although there has been much legislation for the benefit of the employed class, the people have not allowed the control of their government to pass into the hands of organized labor, as has happened in Australia with such disastrous results. The railways are run by the government and travel is cheap. Second class fares are about a penny (two cents) a mile, and the coaches compare favorably with those running out of Boston on suburban trains. Compartment cars are rare nowadays. Instead, the carriages are divided into two sections, each seating eighteen or twenty passengers, with the lavatory placed between. They have single seats on one side of the aisle and double on the other. For distances exceeding a hundred miles you book your seat in advance. The carriages are never crowded, for no one is allowed in them unless he can find a seat. It frequently happens, however, that people are left behind at intermediate stations because there are no available seats. Except between Auckland and Wellington there are no night trains. As in Australia, Sunday trains are few. When the railway announced some Sunday trains to Dunedin during the recent holiday season, the newspapers were bombarded with protests from the more narrow-minded members of the community. A charge of sixpence (12 cents) is made for checking luggage, but this includes a month's free storage at its destination. Telegraph rates are ridiculously low (nine pence for twelve words anywhere within the country), but every word in the address and signature is counted. The cable rate to the United States is also low, only about one-fourth that from Manila. Among its other undertakings the government main-

tains a life insurance department which has about $90,000,000 of insurance in force. The tram lines and the electric power plants invariably are operated by the municipalities, and the service is unusually good.

But we must stop our rambling and get down to the subject assigned us—education. One does not need to travel long in New Zealand to become convinced that the country believes in free education. The school buildings are vastly superior to those of Australia, and the school administration impresses one as being more progressive—in fact, the most wide-awake schoolmen we have seen since leaving the Philippines are those of New Zealand. We learned with some amusement that they had recently had the director of education of one of the Australian states survey their schools. Surely it was a case of the weak criticising the strong. What Australia needs is to call men from New Zealand to help her to put her own house in order.

The outstanding weakness of the New Zealand schools is lack of funds. During the school year ending in December, 1924, the total expenditure for education was £3,723,000, or approximately $14.25 per capita as compared with $7.54 in Australia. All of this money came from the central government, excepting about £150,000 received from certain educational endowments. So long as they continue deriving their revenue in this way the schools must suffer. We told them frankly that if they wished to keep abreast of America, they would have to supplement these national funds with local taxes, as is done in the United States and Canada, but to do this will require a complete revision of their financial scheme, and such changes come slowly in a conservative country like New Zealand.

[To be continued April 29.]

The Teacher's Part

By Alice Stone Prior
West Stockbridge, Mass.

They tell me that religion
Will soon be taught in schools,
But you can't teach religion
By any set of rules.

Religion is a flower
That springs up in the heart.
To know the flower and tend it,
That is the teacher's part.

And with his rules a-plenty
To help the flower grow,
But he can't plant the flower there,
For that's God's work, you know.

Minnesota Association

[Resolutions adopted by the Minnesota State Teachers' Association.]

Education Bill.—We favor the establishment of a National Department of Education, and the head of this department should be a member of the President's Cabinet. We urge our senators and representatives to promote such a measure in the coming session of Congress.

The National Education Association.—It is the verdict of the Minnesota Education Association that strong professional organizations of teachers are essential to the steady growth of educational ideals. Believing this, we urge all teachers to inform themselves on the plans and purposes of the National Education Association, and identify themselves as members with the national body as early as possible.

World Court.—We favor participation by the United States in any reasonable effort to codify international law and to organize an international court of justice, and we urge the United States Senators from Minnesota to participate aggressively in the accomplishment of this purpose.

Child Labor.—We urge the Legislature to favor the reconsideration of the proposed Child Labor Amendment to the Constitution of the United States.

We go on record for the support and extension of an enlarged health and physical education program and for greater emphasis upon safety education.

"THE WILLSON WAY"

Your School Needs This

IDENTOGRAPH CAMERA

for Educational Photography

Takes individual pictures of students for permanent personnel and class records, photographs of your graduating classes, Athletic Teams, Dramatic Clubs, etc.—you can now have them, with reproductions for your Year Book without obligation to yourselves.

Any teacher or senior can easily operate this modern, efficient camera.

While you think of it, write for our interesting booklet "SCHOOL PHOTOGRAPHY SIMPLIFIED." Our attractive plan is fully explained.

For all New England address

THE WILLSON WAY

1955 Massachusetts Ave., Cambridge, Mass.

OUTSIDE NEW ENGLAND

1224-26 Belmont Ave., Philadelphia, Pa.

"Photographers to the Nation's schools for twenty-five years"

Character Chats

Third installment of a week-by-week feature which is attracting wide attention.

By JOSEPH B. EGAN, A. M.

THE AUTHOR TELLS HOW HIS TEACHERS USE "CHARACTER CHATS"

Following the brief devotional exercises with which the school day is opened, the teacher reads one of these stories aloud to the class. Then, without comment, the teacher retires from desk or platform, while one of the pupils who has previously been appointed "judge" steps forward and asks what the class thinks about the story. In the ensuing discussion many different ideas are likely to be expressed. When the time is up, the "judge" renders a snap decision as to which boy or girl has given the best interpretation, and that pupil automatically becomes "judge" for the next day.

Handled in this way the "Character Chats" become the pupils' own possession. The 12-minute period assigned to the exercise passes pleasantly and pupils look forward to the next one with eager interest.

The teacher should let the pupils "have it out" among themselves. Unless her opinion is directly asked, she may well remain in the background. I cannot too greatly emphasize the importance of this point. No matter how much better the teacher could explain the message, she should let the class do the talking. Make it their affair and they will profit by it.—J. B. E.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

No other course in moral instruction is needed in a schoolroom where these messages are used.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!

Happiness

THERE was once a prince who lived on the very edge of a dense wood. His hands were white as snow and his clothes were always as clean and neat as seven hard-working servants could make them.

Each day the prince came to a little side window of the castle and looked out into the woods beyond. No matter what kind of a day it was, whether it rained or whether the sun shone, he always found a young woodsman busily at work with axe and saw. As the woodsman worked, he sang, and the clear notes of his strong voice added a charm to the clop of his axe and the drone of his long saw.

Now it happened that the prince never sang. Somehow he couldn't sing. When he tried he found he had no heart to sing. The great high walls of the castle rooms frowned on singing; there were servants all about who did not sing; and then, though he did no work at all, he was too tired to sing.

One day the prince could stand it no longer. It was a bright, sunny day and the woodsman hewed and sawed and sang so sturdily that the prince felt impelled to go to him and search out the secret of his happiness. Very cautiously he slipped outside the castle gate and approached the woodchopper.

"Friend," he said, "why do you sing?"

The woodchopper was so frightened at the sight of the prince that he dropped his axe and would have run away, had not the prince smiled and taken him by the hand.

For a long hour the two sat on the trunk of a tree and talked. At the end of that time the prince had come to a great resolution. If happiness came through work, then he made up his mind to work, regardless of palace walls and servants and customs and other foolish restrictions.

And because the prince kept to his resolution and worked with his hands, he learned to sing and to think clearly, and became Russia's greatest ruler—Peter the Great.

Beggars May Ride

"IF wishes were horses then beggars might ride."

I wonder how many of you have heard that expression. It is many hundreds of years old, and has been translated into very nearly every language on earth. I hope I am not the first person to doubt the truth of this venerable saying, and yet I am convinced that it is not true; that it is, in fact, the very opposite of the truth.

To my mind wishes are horses and beggars

Copyright, 1926, by Joseph B. Egan.
All Rights Reserved.

may ride any time they wish, and I reason this way about it.

Somewhere deep down in our nature there is a life principle commonly called the subconscious mind. This great power, for it is a power, takes care of us day and night in a thousand ways we know nothing of. It winks our eyes and keeps our hearts beating; it moves our lungs; repairs our wounds, takes charge when the conscious mind sleeps; stirs up memories, does our bookkeeping; runs all our bodily errands and is, in fact, a most handy and efficient person to have around. Now, this subconscious mind is always alert and waiting for commands from the conscious mind. These commands generally take the form of wishes. If we earnestly wish for wealth the subconscious mind tries to get it for us, by making us mentally keen in money matters; if we wish for health earnestly enough, the subconscious mind tries to get it for us by making a great effort to repair any damage in the body; if we wish for horses, the subconscious mind begins to fill our being with ways and means of getting horses with the result that sooner or later, horses are within our reach. Now this willingness of the subconscious mind to serve us may produce either vast good for us or vast evil, for habits are nothing more than ways of acting which we have taught to our subconscious mind. Therefore, if we teach him a bad way of acting we form a bad habit, which becomes so strong we have difficulty in breaking it.

Suppose, now, that some beggar began to wish for horses. His subconscious mind would urge him to make money; he would go to work, he would save, he would think constantly of the horses he was going to have; he would make progress every day, and finally, before long, he would have, in the bank, the first installment on a fine horse.

So let us start wishing earnestly and every day for the horses we want to ride. Let us wish only for good horses, swift horses, beautiful horses, that will bear us far and fast on the road to happiness.

Boomerangs

IF you could dig down through the earth in a straight line you would come out on the other side in the very country I am going to speak about. In this far country there is a tribe of savage men who roam about through the bush hunting wild animals and waging war upon their neighbors. They are a very crude race, but, nevertheless, have invented a most remarkable weapon. It is a curved stick so fashioned that when thrown by the strong arm of a warrior it goes at such terrific speed that it kills whatever it strikes. Should it miss its mark (this is the remarkable thing about this weapon) it circles up into the air and comes back to the place from which it was thrown. People call this weapon a boomerang. In throwing it the warrior has to take great care lest, in missing his mark, he brings his own weapon back upon his own head.

The funny part of it all is that people on this side of the earth are just as busy throwing boomerangs as the wild warriors I have told you about. The American boomerangs look a little different from the wooden ones. Let me show you one or two so you will recognize this sort of a weapon when you see it.

One of the most common varieties is known as the little lie. A person throws it at another person. It misses the mark altogether, because the truth is in the way, and then back it comes to bang the thrower right on his reputation as a truthful person. It makes a big dent on his character; it spoils his eyesight so that he cannot look another straight in the eye, and more than all else it hurts his conscience a long, long while.

Then there is the unkind word variety. A thoughtless person throws it and, although it hits its mark, up it goes into the air and back it comes, landing right on the happiness of the sender. It makes him scowl and frown; it hurts his self-respect; it makes other people avoid him; it brings with it a human enemy to worry him.

Besides these two kinds of boomerangs, there is the sting sort; the evil-gossip; the thoughtless act; the cruel deeds and a whole assortment of little steals, all of which hurt the character of the thrower far more than the person aimed at.

On the other hand, girls and boys, there are beautifully carved boomerangs with handles of gold and shafts of pearl, all set with diamonds and rubies and other lovely things. These are the good boomerangs, the happy smiles; the merry laughs; the kindly words; the cheerful things of life. These little boomerangs fall on the hearts of others like lovely showers of glorious petals of roses and then waft back to our own hearts carrying with them the love of everyone about us.

Secret of Joy

SOMEWHERE far in the Southland wings are beating the warm air, and the beak of a song sparrow is pointed towards the North. The day will come soon when the sparrow will drop down out of a warm sky and sing its first glad song to returning spring.

It is pleasant to think of all the beautiful wings that are beating the air bringing, between each pair, song and happiness as a precious freight.

It is in this way that all good things come to us up out of the world beyond our eyes. Today we may be sorrowful, for a cold wind is blowing on our hearts, and yet even while it blows, a new joy is traveling towards us, and will arrive tomorrow to fill our days with gladness.

Many, many times people are unhappy because they do not see the joy that is about them.

What pleasure, for instance, will the coming of the song sparrow bring to the man who does not stop to hear its song or who never lifts his eyes to see the flash of wings against the sky?

For such a person the long flight from the far South, the weariness of all those miles, the gentle silvery song are lost forever.

To be happy we mush see happy things about us, we must hear happy sounds; we must feel happy things; we must search for happiness.

Just as the prospector seeks for gold in the hard cold rocks, and the diver, for pearls in the ocean depths, so must we all seek for happiness, and when we have found it, treasure it while it lasts.

The really joyful life is the one that finds happiness in little things, not in the far-off dream, nor the great ambition, nor the mighty hope, nor the tremendous prospect, but rather in the folks about us, in the beauty of God's universe, in the gentleness of our own thoughts, and more than all else in the sweet companionship of God.

Boy Blue

LITTLE Boy Blue lay flat on his back under a hay stack on the very top of a low hill. His silver horn lay beside him across a clump of daisies; a blue butterfly flew round and round the hay stack; a cloud drifted by overhead, dragging its cool shadow like a robe across little Boy Blue, the hay stack, the daisies, the blue butterfly, and the silver horn.

Little Boy Blue was fast asleep. It had been an hour since he had seen the sheep grazing by the bars of the cedar fence; it had been an hour, also, since he had seen the brindle cow cropping the grass close to the field of corn, but the day was warm, and it was summertime and it was pleasant there on the hill, with the robe of the cloud's shadow covering him like a blanket of thistledown.

Little Boy Blue stirred in his sleep, for the butterfly had said: "Wake up, Boy Blue, and blow your horn, the old ram is leading the sheep under the bars." Boy Blue opened his left eye and then closed it again with a weary sigh. "What a faithless boy," said the Queen of Spirit Land to herself. "Here I have warned him that he is neglecting his duty, and he pays no attention to me. I'll try again." With that the Queen lit on a spear of grass and bent it over till it tickled Boy Blue under the chin. "Wake up," she whispered, "the old brindle cow is breaking down the fence." But Boy Blue brushed aside the spear of grass and sighed and drifted off to sleep again. "What a stupid boy," cried the Queen. "I shall try once more." This time she flapped her silken wings against his right ear. "Wake up," she cried, "and blow your horn, for the sheep are in the meadow, and the cows are in the corn." But Boy Blue simply turned over on the grass and drifted off to sleep again.

"It's no use," said the Queen of Spirit Land. "He's a faithless Boy Blue." From the window of her peaked house Widow Jones saw the sheep, and ran downstairs and out into the pasture, waving her white apron up and down as fast as she could. From his barn door old Farmer John saw the cows in the corn and hobbled towards them as fast as his crippled legs could carry him. "Where is that worthless Boy Blue?" cried Widow Jones. "Where is that good-for-nothing Boy Blue?" cried Farmer John. "His sheep have ruined my pasture," cried the widow. "His cows have eaten my corn," cried the farmer. As they were talking the master of the sheep and the cows came by, and when he had heard the tale stood over Boy Blue and woke him up and said: "Boy Blue, you can be guard of the sheep and the cows no longer, for I cannot trust you. Give me, therefore, your blue coat and your silver horn that I may give them to another."

Without his sheep and his cows to watch, little Boy Blue was very sad, so he said to the widow: "I shall work for you every morning until I pay for the damage I have caused," and to Farmer John he said: "I shall work for you every afternoon until I pay for all the damage I have caused." And so he toiled day in and day out until the debt was paid in full.

Now the master was a wise man, and when he heard of what Boy Blue had done, he sent for him, and said: "Because you have been man enough to undo the harm you have done, I have here for you a new robe of the rich blue of the summer sky and a new horn of such silvery clearness that even the birds come at its call." Now, Boy Blue stands on the hillside and watches, and blows his horn, and anyone can hear its sweet melody who can hear the song of the meadow lark, and anyone can catch the blue gleam of his cloak who can see the blue of the sky between the tufted tops of the blossoming steeple bush.

Winnetka

["Winnetka Graded Book List." By Carleton Washburne and Mabel Vogel. Cloth. Published by American Library Association, Chicago.]

Carleton Washburne is the one notable city superintendent who is seriously attempting to solve hitherto unsolved problems of boys and girls in school and home with a real school opportunity in a city not too large to make freedom from great administrative responsibility possible. So much has been written about his "Individual Instruction" that more need not be said here, but the "Winnetka Graded Book List," which is really the best demonstration of his science and art of school service, deserves attention.

Here are no professional or traditional objections to the application of individualism to the end of the limit. Here is no excuse for group treatment except through pure individual attention.

Librarians need it, teachers and parents need it, for few of them are likely to think of the child honestly because they have usually attained a philosophy or a "psychology"—begging our readers' pardon—which makes attention to individual children improbable.

This justly famous "Study" is based on the co-operation of eight hundred teachers in thirty-four cities in various parts of the United States, which makes it possible to know with fair accuracy the likes and dislikes of 36,750 children of books which they have personally read or have tried to read.

There are seven hundred books in this "Winnetka Graded List" with the detailed report of each book because more than twenty-five children reported upon it, and because its literary merit and other influences were adequately vouched for.

We cannot forbear a personal remark that it is really too bad that Fred Burk of the San Francisco State Teachers College did not live to see how wonderfully his disciple is giving the world a masterful and brilliant demonstration which Dr. Burk tried to impress upon the educational world from Santa Rosa in 1888 to the day of his death in San Francisco. No one can be more gratified than am I to see Mr. Washburne carrying the Burk individualism of almost forty years into every nook and corner of America in these days.—A. E. W.

Education

By Charles Thompson Conger

Education is a companion which no misfortune can surpress,
No enemy alienate, no clime destroy;
At home a friend; abroad, an introduction; in solitude, a solace.
It lessens vice, it guards virtue,
And gives at once a grace and government to genius.
Without it, what is Man? The slave of passion, the dupe of circumstances, a reasoning savage,
Vacillating between the intelligence derived from God
And the degradation of brutal creatures.

—From Sierra Educational News.

WINSTON

"Hear Ye"

A NEW SERIES of Three Books

ENGLISH FOR USE

By Beveridge—Ryan—Lewis

For Grades Three to Eight

Its Aim

Just what the title expresses

¶ It establishes correct habits and appreciation of good oral and written expression, by making the mastery of the essentials of grammar both appealing and thorough.

¶ Clear-cut enunciation and correct pronunciation are particularly emphasized—no other textbook in language offers as much oral work, systematically arranged.

¶ It appeals to children through subjects that interest them—biography, history, games, dramatization. It uses the socialized recitation, completion tests, true and false tests, dictionary drills, and so on.

Send for complete information

THE JOHN C. WINSTON COMPANY

Executive Offices and Manufactory, Philadelphia

1006-1016 Arch Street PHILADELPHIA
623-633 S. Wabash Ave. CHICAGO

DALLAS SAN FRANCISCO ATLANTA

FOR TEXTBOOKS

Brain Fag Relieved Quickly!

Just a teaspoonful of Horsford's Acid Phosphate in a glass of cold water stimulates and refreshes your nerves. A delicious drink that supplies nourishing phosphates to the body—aids digestion and gives you new strength, vigor and endurance.

At all druggists.

S 50 26

HORSFORD'S ACID PHOSPHATE

TREND OF THE TIMES

Wild Run on Banks By Cuban Depositors

Spanish language newspapers in Havana, Cuba, opposed to foreign banking interests, recently caused a panic in Havana and the interior of the island by printing false reports that the Royal Bank of Canada had suspended payments. The false version was quite readily accepted by thousands because of the financial depression the country is experiencing. The scenes in the days of 1919, when sugar dropped from 23 cents to 2 cents a pound, were said to be as nothing compared to those in the Havana streets during the run.. A most dramatic event occurred when President Machado deposited $100,000 at the main branch of the Bank of Canada and in addressing the crowd stated that if necessary he would place his personal funds at the disposal of the bank supplemented by $40,000,000 in the Cuban National Treasury. More than $50,000,000 was rushed to Cuba from the United States by the Federal Reserve and other banks. The run was quickly stopped.

Swiss Mountain Shown Sinking

Motto D'Arbino, a mountain 5,550 feet high near Bellinzona, in the Canton of Tessin, Switzerland, is moving. This is shown by careful observations kept by the Swiss topographical bureau since 1888. The summit, covering an area of nearly 100,000 square feet, has been shifting horizontally for almost forty years, and some months ago the rate of movement had increased to four inches a year. The mountain sank at an average of nearly an inch and a half a year during the first fourteen years of observation, and has gone down six inches during the past year. Observers say when the underlying mass of rock gives way the whole of the great plateau will crash into the valley. Precautions have already been taken to prevent loss of life.

Charge Graft In Milk Sales

An alleged graft ring, understood to have a million-dollar protection fund, is being investigated in New York City by District Attorney R. S. Newcombe on the grounds that it is involved in the extortion of money from "bootleg" milk dealers for protection against prosecution by the City Health Department for selling adulterated milk. The investigation extends over three counties of lower New York state. Officials of Jersey City are cooperating in this drive.

Says Bootlegger Ousts Counterfeiter

There is an astonishing decrease in the number of counterfeiting cases since prohibition, due to the larger profits of bootlegging, is the assertion made by United States Attorney Emory R. Buckner. He stated that he could recall but two cases of counterfeiting violations in New York in the last thirteen months. He explained this by saying: "There are less risks and more profits in bootlegging."

Farm Values Have Dropped

The Department of Commerce in a preliminary report on the latest agricultural census estimates the shrinking in the value of American farms and farm buildings from $66,316,002,602 in 1920 to $49,546,523,759 in 1925. The decrease amounts to a little over twenty-five per cent. Farm acreage in the same period declined from 955,883,715 to 924,889,386 acres, and the Division of Land Economics calculated the decline in the average acre value of land and buildings at 22 per cent., and for land alone at 38 per cent. The value of farm buildings, it explained, increased 6 per cent. The 1925 figures, compared with those for 1910 indicated an increase of 35 per cent. in the average farm value, but, considering the drop in the purchasing power of the dollar, the economists concluded there was actually a net decline of 10 to 12 per cent. during that period.

American Paper Money May be Made Smaller

The testimony of Herbert D. Brown, Federal efficiency expert, before the House Appropriation Committee revealed that a change is being considered in the size of the American paper money. In the interest of efficiency, economy and convenience American paper money may be reduced in size to that of the Philippine currency. The Philippine bill, he said, is about two-thirds the size of the American, and "every one who has lived in the Philippines testified that it is a more convenient size." Mr. Brown told the committee that the Bureau of Efficiency had effected the saving of $585,480 by eliminating duplication of work and revising methods of business in Government bureaus and departments.

French Budget Now Balanced

France has succeeded in balancing her budget after two years of efforts, in which four cabinets and six finance ministers have fallen. The Chamber of Deputies after an all-night session voted new taxation and other resources sufficient to wipe out the budget deficit and establish a surplus of between 30,000,000 and 60,000,000 francs. This success is looked upon as assuring the continuance of the Briand ministry for several months at least. Finance Minister Peret is now expected to introduce measures to finance a sinking fund to take care of the interallied and domestic debts. Bills already passed by the Chamber authorize a national lottery and provide for the receipt of voluntary contributions for this purpose. M. Peret, however, regards these provisions as insufficient and will endeavor to have some sort of obligatory contribution.

Mexico Denies Japanese Concession

Acting on instructions from his government, Ambassador Tellez of Mexico has issued a formal statement in Washington declaring reports that Mexico had granted land concessions in Lower California to a Japanese syndicate were "absolutely false." During the last years of the administration of President Diaz an American named Haff had secured a concession in Lower California for exploitation with the provision that he could convey his rights to any foreign corporation only with the consent of the Mexican government. Haff still has the concession.

Urge World Film Censorship

The League of Nations advisory commission on child welfare has started a movement to protect children throughout the world from undesirable motion pictures. It has adopted a resolution for the creation of central censorship boards in each country composed of educationalists and parents. The resolution stipulates that these boards should prohibit the presentation of films demoralizing to the mentality and morality of children and encourage films which are truly educational.

England to Control Its Radio Broadcasting

At the end of the present year the English government is to purchase the British Broadcasting Company, the combination of wireless equipment manufacturers which has a monopoly on broadcasting in Great Britain. A government committee, of which Rudyard Kipling is a member, has been inquiring into the business with the object of drafting a comprehensive plan to govern broadcasting in the future. Appointment is forecast of a permanent broadcasting commission, including besides representatives of the government, men who have a special knowledge of the technical details of radio.

Drug Violators In Federal Prisons

According to data issued by Attorney General Sargent, of the nearly 7,000 prisoners in Federal penitentiaries about thirty-five per cent. are serving sentences for violation of the anti-narcotic law of the United States. Many such violators are serving sentences in state institutions, it was pointed out.

Churches Gained 800,000 in 1925

Church membership in the United States increased more than 800,000 during 1925, according to the annual census of the Christian Herald. Total church membership is listed as 46,883,756, or considerably more than one-third of the country's population. The greatest increase was shown by the Methodist Church group, composed of fifteen bodies, which gained 220,183. The Roman Catholic Church ranked second with a gain of 203,990 members. The only group to show a decrease was the Friends, composed of four bodies, which reported a loss of 549 members. Dr. H. K. Carroll, compiler of the census, reported his researches showed an increase of 166 church buildings, as compared with a decrease of twelve during 1924, believed to be the first decrease in the country's history.

Average Expenditure For Farmers' Clothing

Farm families numbering 1,337 averaged $225 for clothing in a recent year, according to the Department of Agriculture.. Families of Ohio, Kentucky, Missouri and Kansas, representing various types of farming and different levels of living, were included in the study. The size of these families averaged about four persons. In the year the husbands spent an average of $56.71 for clothing and the wives $61.81. The peak of clothing expenditures seemed to be in the age group of 19 to 24 years. The sons in this group spent an average of $89 and the daughters $103.36.

Paris Discovers Mussolini Coup

The Angora Government having consented, Italy will occupy the shores of Asia Minor and the neighboring Island of Rhodes according to an Italian correspondent of a conservative Parisian newspaper. Should this prove true it will be the real beginning of the new imperial policy which was given its first symbol by Premier Mussolini's visit to Tripoli. The correspondent further states that the military spirit is growing apace in Italy. Eight thousand youths are training to enter the militia, and the military, naval and aviation preparations are assuming formidable proportions. Munition manufacturers have outlined a program which will make it unnecessary after 1927 for Italy to import munitions in event of war. Three new munition factories, including one at Merano, already are producing.

American Traffic Methods in Germany

Traffic methods in Berlin, Germany, already largely remodeled on American lines, are to be improved by the installing of turnstiles in the subway, reports the Information Service of the German Travel Recruiting Bureau. Another leaf has been taken from America's book in the matter of teaching children how to avoid traffic accidents. The Bavarian Automobile Club has issued a series of ten so-called comic postcards. Five of these cards show "stupid children," who take all kinds of chances with autos and death, which the five "wise children" shown on the other cards carefully avoid. Arrangements are made to have instruction along the same line in the schools.

Family Groups Form Trusts in Japan

In Japan the family group or clan is still a dominant factor in economic life. Families form gigantic vertical trusts. Generally control of family group enterprises is vested in a holding company which owns a controlling interest in other companies. The activities of one of the largest of these groups include banking, real estate, trust business, warehousing, mining, manufacturing and transportation. The aggregate paid-up capital of 675,000,000 yen compares favorably with some of the largest corporations in the United States. There are about fifteen of these large family organizations in Japan. Nine control and operate 144 companies with an aggregate paid-up capital of about 2,360,000,000 yen. It has been estimated that the family groups control not less than thirty per cent. of the total business capital of Japan.

Burgos Cathedral in Danger of Falling

Unless immediate repairs are made the most beautiful church in Spain, Burgos Cathedral, will fall to pieces. This church was started in 1221 by Bishop Maurice, an Englishman, and King Ferdinand the Saint and completed in 1567, more than 300 years later. The towers built by Meister Hans of Cologne, to which the cathedral owes its picturesque outline and its renown, are in particular need of repairs. Upon request of the press that the Spanish government furnish funds to prevent the destruction of the church the Cabinet voted the necessary money to save the historic structure. Weather and time have done great damage to the towers, and preparations already have been made to repair one spire. The transept also is almost in ruin. Architectural variations of three centuries, all in harmonious accord, may be seen in the Burgos Cathedral. It is the only church in Spain in which Norman style has been treated effectively. The surpassing beauty of the cathedral was made possible by a German, an Englishman and a Spaniard.

Voids Austrian Stage Censorship

The Supreme Court of Justice of Austria sitting in Vienna has decided that theatrical censorship, in existence since 1850, is illegal and must be abolished. Only after proof of violation of the Penal Code may a play be ordered removed in the future. Shortly before this decision was handed down, a storm of controversy was aroused in Vienna over the action of a censor in forbidding the performance of Edmond Rostand's "L'Aiglon" on the ground that the play was "hostile to the country."

Modernist Wins Mayoralty Seat

J. C. Maupin, a former Baptist preacher, whose stand on a liberal interpretation of certain sections of the Bible had been made a campaign issue, was elected mayor of Clarence, Missouri, by a majority of 110 votes. His opponent, L. J. Peterman, a retired farmer, though strongly supported by the fundamentalists was unable to secure more than 255 votes as against Maupin's 365. Both candidates received numerous letters and telegrams from leaders of fundamentalism and liberalism in all parts of the nation.

EDUCATION IN ACTION

Teachers Taking Extension Courses

Twelve thousand Pennsylvania teachers, to increase their professional training while in service, are taking extension courses in twenty-four normal schools and accredited colleges. The courses are all of post-high-school grade, similar in every respect to those offered in regular sessions, and are made possible through co-operation of these institutions with the state department of public instruction. The same requirements for entrance are demanded, but not more than six semester hours of credit will be allowed for work done in any one semester.

Promote Rural School Libraries

More than 35,000 books, carefully chosen and graded, have been placed in rural school libraries in Kansas within four months through the activities of the Kansas State Reading Circle, a new department of the State Teachers' Association, with the co-operation of county superintendents and teachers of rural schools. The books are obtained in carload lots, the publishers allowing the association a discount of from 10 to 50 per cent. from list prices. The association furnishes books to the schools at a liberal discount.

Urge Course in Peace Psychology

Peace psychology should have an equal chance with war psychology, as exemplified in compulsory military training, according to a delegation of Quakers who visited Dr. Sidney E. Mezes, president of the College of the City of New York. The delegates urged establishment of a course to teach peace. "The Quakers are opposed to any law which places army instructors, imbued with war psychology, to teach the youth of the country a superficial militarism," said Edward Thomas, a Broadway attorney, head of the delegation.. "Such instruction leads to thinking that sometimes causes friction and war." Dr. Mezes told of the elements in military training that contribute to good citizenship, and added that he did not think military training at City College would endanger international relations. The delegates agreed with Dr. Mezes that the college had a duty to perform in co-operating with the Government to train men for the national defence.

Vaccination Bill Killed by Senate

A bill which would have made vaccination compulsory in the private schools of Massachusetts was killed in the Senate of that state. The measure had previously been passed by the house. A rising vote was 19 to 9 against the bill. Vaccination in the public schools of Massachusetts is already a compulsory requirement.

Children Measured To Learn Average

So that each community in the United States may have a standard by which to measure its work in child culture the Department of Agriculture is seeking the measurements and characteristics of the average normal American child. A group of scientists is working on the problem under the auspices of the American Child Health Association. This announcement was made in connection with publication of plans for national child health day May 1. National child health day this year also will be no-accident day for children. New York City, Washington, Chicago, Boston and Cincinnati were the first to enlist in this project. Boy Scouts, Camp Fire Girls and other organizations of young people have promised aid to police. At midnight on May day a telegraphic roll call of cities will be held by the association to determine which city has been safest for children during the day.

Brainy People Poor Penmen

Dr. William T. Root of the University of Pittsburgh School of Education is authority for the statement that "as a rule those of low mentality are good handwriters." He declared in a recent address that "intelligent people think twenty times faster than they can write and therefore muscular movement is so far behind the activity of the brain that the result is a poor scrawl. A person low in mentality has nothing else to think about but the shaping of letters."

Booming Atheism In College Circles

Freeman Hopwood, general secretary of the American Association for the Advancement of Atheism, has announced that atheistic societies similar to the "Damned Souls Club" at the University of Rochester will be established in many colleges throughout the country. He declared that branches are expected to be established at Yale and at the University of Kansas within a short time. He added that if present responses signify anything there should be at least a dozen branches functioning by the end of the present term.

Oratorical Contest At Boston College

The first annual oratorical contest of the Fulton Debating Society of Boston College will be held in the new auditorium at the college April 18. Eleven high and "prep" schools of Eastern Massachusetts have qualified representatives for the finals, the winners of which will be given two cup trophies signalizing the championship of eastern Massachusetts. The following schools will be represented: Boston English High School, Boston Latin School, Boston College high school, Lawrence high, St. John's preparatory, Haverhill high, Weymouth high, Our Lady high of Newton, Wakefield high, Mechanic Arts and Everett high. Each speaker will be allowed ten minutes.

Los Angeles County, California, has a population of 1,932,000, an increase of a million since 1920, according to the official estimate of Mark Keppel, county superintendent.

Could You Use a Few More Dollars?

If so, the Journal of Education has a proposition for YOU.

Address: Dept. C

JOURNAL OF EDUCATION

6 Beacon Street

BOSTON

Enrollment Grows In French Universities

There were 52,960 students regularly enrolled in the seventeen French universities on July 31, 1925, according to statistics published recently by the French Ministry of Public Education. The figures for 1923 showed 50,367 students in residence. The number of French male students was slightly less in 1925 than in 1923. There was a striking increase in the number of foreign students, which rose from 5,868 in 1923 to 8,790 in 1925. The number of women students of French nationality is progressing steadily. The University of Paris ranks first with 22,521 students. These figures apply only to university students properly so-called; they do not cover the enrollment at the College de France, the Pasteur Institute, the Museum of Natural History, the National Conservatory of Arts and Crafts or at other French institutions of higher learning such as state schools of engineering, agriculture and forestry, business colleges, institutes of technology, art schools, conservatories of music, and the like.

Student Officers To Pledge Service

Before permission is granted to army officers to take special courses in civilian colleges at government expense they must sign certificates agreeing not to resign from the army for at least three years afterward. This new requirement has been laid down by Secretary of War Davis.

Seeks Return Of Caliphate

Invitations have been sent by the Grand Sheikh of the greatest and oldest Moslem university in the world, Al Azhar, to the leaders of Islam throughout the world to meet in Cairo, May 13, to discuss the question of the vacant Caliphate. Abu Fadl, the Grand Sheikh, stated that the conference will be entirely a religious affair. He said that "it has been considered necessary to call it owing to the vacancy created by the action of the Turks in expelling the Caliph from Constantinople and banishing the Caliphate from Turkey. The Caliphate is the keystone of the arch of Islam and it is absolutely necessary that this keystone be restored." Al Azhar University, numbering at present 12,000 students, was founded in 970 A. D.

English Schoolmasters Hit Equal Pay Idea

Two resolutions were adopted unanimously recently at the annual conference of English schoolmasters in Hull, England, that declare war on the schoolmarms. One stated that no assistant masters should serve under head mistresses and that any refusal by the former to do so should receive full financial support. The other resolution placed the schoolmasters against equal pay for men and women school teachers. These resolutions are expected to lead to a battle on the question of equality in pay for men and women teachers in England, as the National Union of Teachers is understood to be strongly in favor of that proposition.

Open Chicago Theology School

The $500,000 theology building of the University of Chicago was dedicated recently. Addresses were made by Dr. J. C. K. McClure, president of the McCormick Theological Seminary, and by Ozoro S. Davis, president of the Chicago Theological Seminary. Gustav Kreuger, of the University Giessen, spoke on religion in Germany. Other addresses were made by Professor R. T. Glover of St. John's College, Cambridge University; Allen Hoben, president of the Kalamazoo College, and Shailer Mathews, Dean of the University of Chicago Divinity School. The building completes the south quadrangle of the campus and is said to be one of the most beautiful in the world. It is of Tudor Gothic design and of Indiana limestone construction.

Protest Number of U. S. Students

According to resolutions recently passed at a convention of professors at Belfort, France, special action for the protection of the French is demanded because of the increasing number of foreign students, especially Americans, at the French schools and universities. The petition, addressed to the Ministry of Public Instruction, points out that the foreigners, with their incomplete knowledge of the language, are holding up the classroom work and that the French students suffer because of this. It urges that special classes be formed for all foreigners, that no diplomas be granted unless the students' mastery of French meets all requirements and that higher tuition be charged foreigners.

Charges Schools Selling Degrees

William O. Tufts, chairman of a committee preparing a pamphlet on the educational institutions in the District of Columbia, charged in his report to the Board of Directors of the Washington Chamber of Commerce that nine schools chartered in the District of Columbia were engaged in the business of selling degrees. The names of the nine, which are advertising correspondence courses throughout the world, he said, will be omitted from the pamphlet. Such schools, he asserted, are largely responsible for the ridicule of American institutions of learning by educators abroad.

Retirement of Williston Official

George Parsons Tibbets, for thirty-six years head of the department of mathematics at Williston Academy, Easthampton, Mass., has been unanimously granted retirement from active work in June by the board of trustees of the academy. In recognition of his service to the school, the trustees voted him a liberal retiring allowance. His successor will be Melvin Jesse Cook, connected with Williston since 1911.

Charleston Is Banned in Gym

The school authorities of Springfield, Mass., following a complaint of Miss Mary W. Owen, physical director at Central High School, have officially put the ban on dancing of the Charleston at future school dances in the big gymnasium. Miss Owen, who looked in on a dance given in the gym recently by the girls of the school, declared that the spectacle they made when doing the Charleston was decidedly undignified. There was considerable protest among the pupils when the edict of the school authorities was made known.

Brazilian Scientist Invited to Harvard

Dr. Afranio do Amaral, an assistant in the Butantan Institute of Sao Paulo, Brazil, has been invited to organize a section for the study of animal toxins and antitoxins in the Institute of Tropical Biology and Medicine of Harvard University. The American ambassador at Rio de Janeiro has asked the Sao Paulo state authorities to grant leave of absence to Doctor do Amaral to enable him to accept the invitation.

Scholarships Given by Meat Packers

The American meat packing industry will renew for another year the six scholarships established during 1925 in the Institute of Meat Packing at the University of Chicago. These scholarships are for those eligible men who wish to specialize in the study of meat packing subjects as a means of fitting themselves especially to enter the industry.

An Ohio woman teacher has won $70,000 damages in a breach of promise suit. She sued for $150,000. This is a new bit of educational news as far as our observation goes.

The BOOK TABLE

THE NEW MATHEMATICS. Book One. By John C. Stone, State Normal School, Montclair, New Jersey. Chicago, New York, Boston: Benjamin H. Sanborn Company.

Professor Stone is one of the few men who can make a new textbook in arithmetic without having his previous books appear as a nightmare, fearing all the time that he will say something in conflict with what he has said before. Every series of his textbooks has had a personality. He is never scared lest he worship conventionality and is never worried lest he be too individualistic, and as a result every series of his book has an appealing personality.

He is always practical, not because he thinks he ought to be practical, but because it is the only thing to do at the time. He is never artificial and is never fussy lest he be abstract when seeking certain definite results which can only come abstractly.

All the characteristics of Professor Stone's bookmaking genius qualify him especially for making a book skilfully adapted to junior high schools.

PROBLEMS IN EDUCATIONAL ADMINISTRATION. By George D. Strayer, N. L. Engelhardt, and J. R. MaGaughy, Carter Alexander, Paul R. Mort of the staff of Teachers College, Frank W. Hart and Fletcher Harper Swift, visiting professors in Teachers College, 1924-1925, and others. Cloth. 755 pages. Published by Bureau of Publications, Teachers College, Columbia University, New York.

No book of its kind and of its class could have been prepared anywhere aside from Teachers College, and nowhere else will it be probable that such a book can be elsewhere provided. It is not superlative to say that it is a monumental educational work.

It is eighty years since there was any serious thought of administrative supervision of public schools in any state in the Union, and in the entire eighty years no one has thought, so far as can be known, of presenting the subject of administrative supervision in all of its ramifications as is here done by Dr. George D. Strayer and his disciples, and they would never have thought of doing it but for the practically limitless financing of Teachers College.

No other study of any educational group of subjects has ever received as exhaustive a study or as scientific a presentation as is produced in these 755 pages.

It is not the massiveness of the material that is impressive, but the skilful use made of it. The Problem Plan is faithfully adhered to from start to finish. There are several thousand Problems of Administration.

First Problem, after a statement of 1,000 words regarding an attack on the administrative powers of the Commissioner of New York State: "If you were a member of the teaching profession in the State of New York, how would you hope to meet this attack upon the professional status of the Commissioner of Education?"

The last of several thousand problems: "The most influential member of your Board of Education asks that you appoint to a position in the high school a teacher in whose welfare he has a personal interest. This teacher has the qualifications required by law and by the rules of the Board of Education. He is not, however, in your judgment as good a teacher as is another applicant who has no local affiliations. Which teacher would you recommend for appointment and how would you present the matter to your Board of Education?"

All Problems are based upon elaborate presentation of facts, historical or official. They cover National and State Responsibility for Education, Local Administration of Schools, Financing of Schools, Business Administration of Schools, School Publicity, Statistical Methods Applied to Administrative Methods, Buildings and Equipment, Physical Education and Health Service, Census and Attendance, Classification and Progress of School Children, the Organization of Local School Systems, Supervision of Instruction, Curricula and Courses of Study, Records and Reports, Extra-Curricular Activities, and Personal Management.

READINGS IN SCIENCE. Edited by John A. Lester, Ph.D., Pottstown, Pennsylvania. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

We have no language to express our estimate of the value of these twenty articles. They are not propaganda, they merely tell some truths that every one should know, that every American of eighteen years of age should have read carefully.

No one can worship God intelligently who does not know His marvelous works as no one knew of them two thousand years after the birth of Jesus.

We never knew why the first ten words in the Bible were: "In the beginning God created *the heavens* and the earth," instead of saying as every one would have said until relatively recent times: "In the beginning God created *the earth* and the heavens."

The Psalmist said: "The heavens declare the glory of God," but no human writer dared say that until comparatively recent times.

With no interest in propaganda or "improper-ganda" over political relations to science we are sure that these twenty articles should be widely, yes, universally read by students.

Books Received

"History of Human Society." By Frank W. Blackmar.—"The Word Builder." By Nina J. Beglinger and Belle A. MacKinnon.— "Selections From Catullus." Edited by Nicholas Moseley.—"Representative Plays by James M. Barrie."—"Our English." Books One, Two, Three. By Joseph V. Denney, Eleanor L. Skinner and Ada M. Skinner.—"Our Trees and How They Serve Us." By Rufus S. Maddox and Almon E. Parkins.—"A Book of Modern Essays." Edited by Bruce W. McCullough and Edwin B. Burgum. New York: Charles Scribner's Sons.

"Readings in the Story of Human Progress." Edited by Leon C. Marshall.—"Junior Mathematics." Book Three. By Ernst R. Breslich.—"Vocational Guidance and Counseling." By Alanson H. Edgerton.—"Teaching Dull and Retarded Children." By Annie D. Inskeep.—"The Warden." By Anthony Trollope. Edited by Jessie DuVal Myers.—"A Synopis of English Sounds." By Olive Day Mowat.—"The Psychology of Social Institutions." By Charles H. Judd. New York: The Macmillan Company.

"Junior High School Practices." Edited by R. L. Lyman and Philip W. L. Cox. Chicago: Laidlaw Bros.

"The Political Consequences of the Reformation." By Rev. R. H. Murray. Boston: Little, Brown, and Company.

"Modern Methods of Teaching Arithmetic." By Ralph S. Newcomb. Boston: Houghton Mifflin Company.

"Methods of Teaching Industrial Subjects." By Arthur F. Payne. New York: McGraw-Hill Book Company.

"The Investigation of Business Problems." By J. Eigelbemer. Chicago: A. W. Shaw Company.

"The Practice of Teaching in the Secondary School." By Henry C. Morrison. Chicago: University of Chicago Press.

"Expository Writing." By William S. Dye, Jr. Richmond: Johnson Publishing Company.

"An Intermediate French Grammar." By Philip M. Holt.—"The Beacon Gate to Reading." By M. E. Sullivan and Philena Morris Cox. Boston: Ginn and Company.

"Barchester Towers." By Anthony Trollope.—"The Speech Arts." By Alice E. Craig.—"The Fine Art of Writing." By H. Robinson Shepard. —"The New Mathematics." Book One. By John C. Stone.—"Science of Home and Community." By Gilbert H. Trafton.—"Oral English for Secondary Schools." By William Palmer Smith. —"Vanity Fair." By W. M. Thackeray.—"Fundamentals of Dress Construction." By Stella Manning and Anna M. Donaldson. New York: The Macmillan Company.

"The Senior High School Curriculum." By George S. Counts. Chicago: University of Chicago.

ESTABLISHED 1869

Millions of School Books

DEPEND ON HOLDEN BOOK COVERS

BECAUSE

The Famous Holden Unfinished Leatherette Material is made to Withstand Wear, Friction and Weather, and is Sanitary, Waterproof and Weatherproof.

(SAMPLES FREE)

THE HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

Mother Was Dieting

(True Story)

The first grade teacher had told the story of Chicken Little ending with "Henny Penny, Ducky Lucky, Goosey Loosey, Turkey Lurkey and Chicken Little all followed Foxy Loxy into his den and they never came out again."

Teacher—"What happened to them all?"

Children—"He ate them up!"

Teacher—"Well, what do you think of that for a dinner?"

Small boy in front seat—"Some calories! I'll say!"—M. E. O'C., Taunton.

Logic

Bobbie was reading history and looking up suddenly, he asked: "What is beheaded, mother?"

"Having one's head cut off, darling," she replied.

After a thoughtful moment, Bobbie remarked: "I suppose defeated is having one's feet cut off?"

O Boy

Teacher—"Johnny, I'm only punishing you because I love you."

Johnny—"I wish I was big enough to return your love."

Quite So

Teacher—"Children, can any of you tell me what is the most dangerous part of an automobile?"

Tommie—"I can! The driver is!"

Taking No Chances

It was the week before little Willie's birthday and he was on his knees at his bedside petitioning Divine Providence for presents, in a very loud voice.

"Please send me," he shouted, "a bicycle, a tool chest, a——"

"Why are you praying so loud?" his younger brother interrupted. "God ain't deaf."

"I know he ain't," said little Willie, winking toward the next room, "but grandma is."—Columbia Jester.

Wm. B. Ittner, Inc.

Board of Education Building, St. Louis, Mo.

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

ADDEN & PARKER

177 State St., Boston

ARCHITECTS ENGINEERS

SCHOOL BUILDINGS

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES.

TEACHERS AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 402 Dillaye Bldg.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 210 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Berkeley, Cal., 2161 Shattuck Ave.
Los Angeles, Cal., 548 So. Spring St.

Send for circular and registration form free.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager

120 BOYLSTON STREET, BOSTON

H. S. BALDWIN T. M. HASTINGS

THE EASTERN TEACHERS' AGENCY

Reputation founded on over thirty years of successful experience.
Established 1890 6 BEACON STREET, BOSTON

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. 8 Beacon Street, Boston
Telephone Hay. 1678. Established 1885.

The Pratt Teachers' Agency 70 Fifth Avenue NEW YORK

Recommends college and normal graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country.
Advise parents about schools.

MUSICAL ARTIST TEACHERS AGENCY

ALLEN-PICHLER CO., 1730 Broadway, New York
"An institution whose diplomatic services deal exclusively with the highest grade of Artists, Teachers and Institutions of Musical Art."
TEACHERS WANTED FOR SEPTEMBER POSITIONS

Flappers of 1926

[Boston Herald.]

Even in the days when George Washington was President, the flappers were worrying them. Harrison Gray Otis, the distinguished Boston statesman, on a visit to Philadelphia at that time, said the capital was shocked at the flimsy and skimpy dresses worn by the girls. He visited the house of Mrs. Bingham, then the leader of society in the capital, and wrote to his family in Boston that "Marie (Mrs. Bingham's young daughter) was so thinly dressed in mid-winter that I was regaled by the sight of her whole legs for five minutes at a time. I wonder to what extent these fashions can be carried."

It developed also, according to Mr. Otis, that "swearing, relating risque stories, drinking and all sorts of dissipation, night after night," were indulged in by the young women.

The crowning charge was that "most young ladies carried two pairs of slippers with them in going to a dance, lest they wear out one pair in the course of the evening."

Things evidently have not changed much, nor are the wild flappers of today anything new.

HANDWRITING EFFICIENCY

Study closely, digest mentally and follow exactly in practice and teaching the easily comprehended instructions in the

PALMER METHOD RED MANUAL

THE PALMER METHOD OF BUSINESS WRITING

and you and your pupils will soon learn and find joy in

RHYTHMIC MUSCULAR MOVEMENT HANDWRITING

If thoroly mastered **Palmer Method Penmanship** is as plain-as-print when written hour after hour at commercial speed without physical strain.

We continue to offer FREE NORMAL COURSES BY CORRESPONDENCE to all teachers whose pupils have been supplied with our manuals. One copy of the SELF-TEACHING PALMER METHOD (red covered) MANUAL sent postpaid for twenty-five cents. Address our nearest office.

THE A. N. PALMER COMPANY

55 Fifth Avenue, New York City
2128 Calumet Avenue, Chicago
Pittock Building, Portland, Oregon
Palmer Building, Cedar Rapids, Iowa

Meetings To Be Held

APRIL

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

22-23: Wisconsin Association of Directors, Madison. A. G. McCreary, secretary, Beloit High School Building, Beloit, Wisconsin.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

MAY.

1: Association of Teachers of Mathematics of New England, Boston. H. D. Gaylord, 20 Charlesgate West, Boston, Mass.

3-8: National Congress of Parents and Teachers, Atlanta, Ga. Mrs. A. H. Reeve, Ambler, Pa.

17-22: National League of Nursing Education, Atlantic City, N. J. Carrie M. Hall, Peter Bent Brigham Hospital, Boston, Mass.

17: National Organizations for Public Health Nursing, Atlantic City, N. J. Theresa Kraker, 370 7th avenue, New York, N. Y.

17-22: American Child Health Association, Atlantic City, N. J. Herbert Hoover, U. S. Department of Commerce, Washington, D. C.

17-22: American Health Congress, Atlantic City, N. J. National Health Council, 370 Seventh Avenue, New York City.

18-21: National Association of Public School Business Officials, Toronto, Canada. E. M. Brown, Board of Education, St. Louis, Mo.

26-June 2: National Conference of Social Work, Cleveland, Ohio. Gertrude Vaile, Ithaca, N. Y.

JUNE.

3-5: Associated Harvard Clubs, Chicago, Ill., William Thomas, 315 Montgomery street, San Francisco, California.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

27-July 2: American Classical League, Philadelphia, Pa. Andrew F. West, Princeton, N. J.

28-July 2: American Home Economics Association, Minneapolis, Minn. Marie Sayles, 1123 East Kearsley Street, Flint, Michigan.

27-July 2: National Education Association, Philadelphia, Pa. Mary McSkimmon, Pierce School, Brookline, Mass.

28-July 2: National League of Teachers' Associations, Philadelphia, Pa. Harriet E. Scofield, 3017 Park Avenue, Minneapolis, Minn.

JULY.

1-2: National Association of Visiting Teachers, Philadelphia, Pa. Edith M. Everett, 1421 Race street, Philadelphia, Pa.

5-8: Music Teachers Association of California, San Diego. C. C. Draa, 438 Music-Art Building, Los Angeles.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

28-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. R. S. Grossley, State College for Colored Students, Dover, Del.

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, B. J. Burris, secretary, Muncie, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa.

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

FRANK IRVING COOPER CORPORATION

ARCHITECTS ENGINEERS

Specializing in Schoolhouse Planning

172 Tremont St., Boston, Mass.

STAMMERERS

I can teach you to speak normally. Send for free booklet telling how. No charge for consultation.

SAMUEL E. ROBBINS

419 Boylston Street, Boston, Mass.

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY

DISCRIMINATES IN SELECTION
RECOMMENDS WITH EMPHASIS
FOLLOWS UP TEACHERS PLACED

Prompt and Careful Response to Inquiries. Free Registration

BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY

40TH YEAR

25 E. Jackson Boulevard, Chicago
437 Fifth Ave., New York.
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.

TEACHERS WANTED especially those desiring Promotion. Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN ::: TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address H. S. Kellogg, 31 Union Square, New York.

SCHERMERHORN TEACHERS' AGENCY

Established 1855

366 FIFTH AVENUE
New York City
Charles W. Mulford, Prop.
BRANCH OFFICES:
1386 Euclid Avenue
Cleveland, Ohio
406 Union Trust Building
Pittsburgh, Pa.

A superior agency for superior people. We register only reliable candidates. Services free to school officials.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.

SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY

We have unusual facilities for placing teachers in every part of the country.

6 Beacon St. . . Boston, Mass.

ALVIN F. PEASE, Manager

Long Distance Telephone

Member of National Association of Teachers' Agencies